



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 11331340
SAU: Poland School Department
School: Poland Community School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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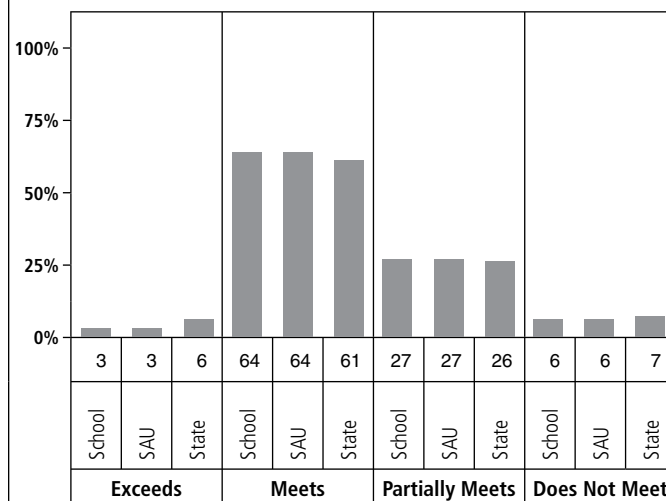
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: Poland School Department
School: Poland Community School

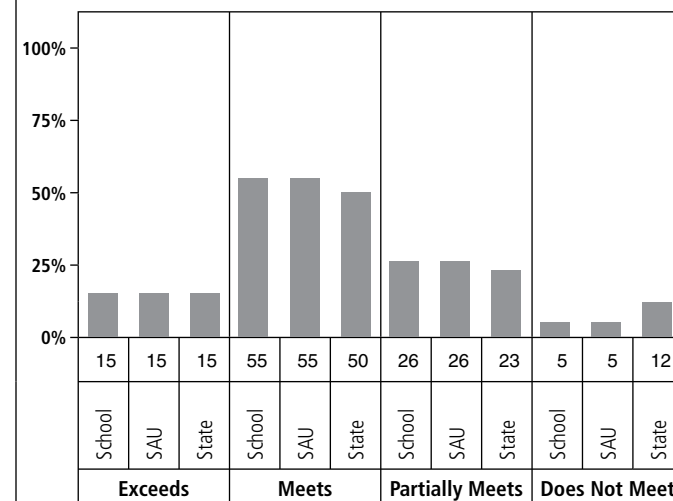
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	540	540	544
2007–2008	543	542	545
2008–2009	546	546	546
Cum. Avg.*	543	543	545
Mathematics			
2006–2007	546	546	546
2007–2008	547	547	546
2008–2009	549	549	547
Cum. Avg.*	547	547	546
Science			
2008–2009 **	546	546	543

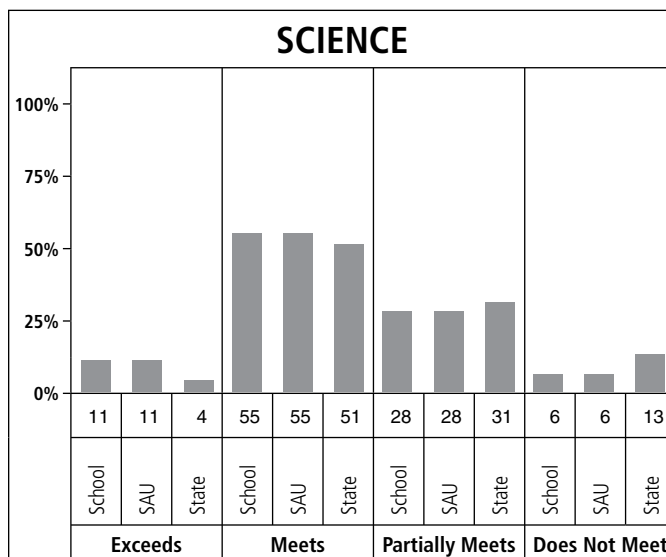
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
 Grade: 5
 SAU: Poland School Department
 School: Poland Community School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
							School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	67	100	67	100	14212	100	67	100	67	100	14135	100	67	100	67	100	14144	100	65	98	65	98	14137	100
Ethnicity African American/Black	0	0	0	0	397	3	0	0	0	0	388	98	0	0	0	0	393	99	0	0	0	0	389	98
American Indian or Native Alaskan	1	1	1	1	110	1	1	100	1	100	110	100	1	100	1	100	110	100	1	100	1	100	110	100
Asian or Pacific Islander	0	0	0	0	259	2	0	0	0	0	253	98	0	0	0	0	258	100	0	0	0	0	257	99
Hispanic	1	1	1	1	175	1	1	100	1	100	172	99	1	100	1	100	172	99	1	100	1	100	173	99
Caucasian/White	65	97	65	97	13271	93	65	100	65	100	13212	100	65	100	65	100	13211	100	63	98	63	98	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	7	10	7	10	2479	17	7	100	7	100	2454	100	7	100	7	100	2455	100	6	100	6	100	2451	99
Current LEP	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
Economically disadvantaged	23	34	23	34	5848	41	23	100	23	100	5815	100	23	100	23	100	5819	100	21	95	21	95	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	40	60	40	60	10849	76	41	61	41	61	10872	76	43	64	43	64	10976	77
Identified disability (PET/IEP)	0	0	0	0	298	3	0	0	0	0	307	3	0	0	0	0	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
Participation with accommodations	26	39	26	39	3122	22	25	37	25	37	3124	22	22	33	22	33	3019	21
Identified disability (PET/IEP)	6	23	6	23	1992	64	6	24	6	24	2000	64	6	27	6	27	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	1	4	1	4	84	3	1	4	1	4	86	3	1	5	1	5	81	3
Other	19	73	19	73	907	29	18	72	18	72	886	28	15	68	15	68	826	27
Participation through alternate assessment (PAAP)	1	1	1	1	164	1	1	1	1	1	148	1	0	0	0	0	142	1
Identified disability (PET/IEP)	1	100	1	100	164	100	1	100	1	100	148	100	0	0	0	0	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	1	1	1	1	20	0
Non-participation – other	0	0	0	0	58	0	0	0	0	0	49	0	1	1	1	1	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: Poland School Department
School: Poland Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	1	2	1	2	702	5
	2007-2008	5	6	5	6	659	5
	2008-2009	2	3	2	3	836	6
	Cum. Total*	8	4	8	4	2197	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	26	46	26	46	7730	55
	2007-2008	40	49	41	49	8195	58
	2008-2009	42	64	42	64	8495	61
	Cum. Total*	108	53	109	53	24420	58
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	18	32	19	33	4182	30
	2007-2008	22	27	22	26	3800	27
	2008-2009	18	27	18	27	3667	26
	Cum. Total*	58	28	59	29	11649	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	11	20	11	19	1419	10
	2007-2008	15	18	16	19	1362	10
	2008-2009	4	6	4	6	973	7
	Cum. Total*	30	15	31	15	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	30.7	64.0	30.7	64.0	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	14.7	61.3	14.7	61.3	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	16.0	66.7	16.0	66.7	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Poland School Department
 School: Poland Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	66	2	3	42	64	18	27	4	6	546	66	3	64	27	6	546	13971	6	61	26	7	546
Ethnicity																						
African American/Black	0										0						381	2	44	31	23	540
American Indian or Native Alaskan	1										1						110	0	48	38	14	541
Asian or Pacific Islander	0										0						252	11	58	21	11	547
Hispanic	1										1						166	4	54	32	10	543
Caucasian/White	64	2	3	41	64	17	27	4	6	546	64	3	64	27	6	546	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	2	33	2	33	2	33	537	6	0	33	33	33	537	2290	0	29	47	23	537
No	60	2	3	40	67	16	27	2	3	546	60	3	67	27	3	546	11681	7	67	22	4	548
Current LEP																						
Yes	0										0						354	1	35	34	30	538
No	66	2	3	42	64	18	27	4	6	546	66	3	64	27	6	546	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	22	0	0	12	55	7	32	3	14	542	22	0	55	32	14	542	5716	2	51	35	12	542
No	44	2	5	30	68	11	25	1	2	548	44	5	68	25	2	548	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	66	2	3	42	64	18	27	4	6	546	66	3	64	27	6	546	13963	6	61	26	7	546
Gender																						
Female	32	2	6	20	63	8	25	2	6	547	32	6	63	25	6	547	6882	8	62	24	6	547
Male	34	0	0	22	65	10	29	2	6	544	34	0	65	29	6	544	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	14	0	0	9	64	5	36	0	0	543	14	0	64	36	0	543	1914	1	41	44	14	540
No	52	2	4	33	63	13	25	4	8	546	52	4	63	25	8	546	12057	7	64	23	6	547
Gifted/talented program																						
Yes	9	1	11	8	89	0	0	0	0	557	9	11	89	0	0	557	450	26	72	2	0	557
No	57	1	2	34	60	18	32	4	7	544	57	2	60	32	7	544	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Poland School Department

School: Poland Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights?																						
A. none	2	0	0	1	100	0	0	0	0	548	2	0	100	0	0	548	4	2	40	34	24	540
B. less than one hour	66	1	2	29	67	9	21	4	9	545	66	2	67	21	9	545	70	6	63	26	6	546
C. one to two hours	32	1	5	12	57	8	38	0	0	548	32	5	57	38	0	548	24	7	61	26	6	546
D. more than two hours	0										0						2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	35	2	9	17	74	2	9	2	9	550	35	9	74	9	9	550	36	10	67	18	5	549
B. good	38	0	0	18	72	7	28	0	0	546	38	0	72	28	0	546	47	5	62	27	6	546
C. fair	26	0	0	7	41	8	47	2	12	539	26	0	41	47	12	539	15	2	47	40	12	541
D. poor	0										0						2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	37	0	0	17	71	6	25	1	4	548	37	0	71	25	4	548	31	9	65	20	5	548
B. They match some of what I have learned.	45	2	7	20	69	7	24	0	0	547	45	7	69	24	0	547	55	5	63	27	5	546
C. They match just a little of what I have learned.	15	0	0	3	30	4	40	3	30	537	15	0	30	40	30	537	10	3	45	38	14	542
D. There is no match.	3	0	0	2	100	0	0	0	0	547	3	0	100	0	0	547	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	14	0	0	5	56	2	22	2	22	541	14	0	56	22	22	541	16	3	49	32	15	542
B. about the same as my regular schoolwork	66	2	5	30	70	9	21	2	5	547	66	5	70	21	5	547	64	7	63	25	5	547
C. easier than my regular schoolwork	20	0	0	7	54	6	46	0	0	544	20	0	54	46	0	544	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	6	0	0	1	25	1	25	2	50	533	6	0	25	25	50	533	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	50	2	6	17	53	11	34	2	6	544	50	6	53	34	6	544	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	44	0	0	24	86	4	14	0	0	550	44	0	86	14	0	550	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	20	1	8	11	85	1	8	0	0	552	20	8	85	8	0	552	20	10	64	21	5	548
B. 20 minutes to an hour	55	1	3	19	53	12	33	4	11	544	55	3	53	33	11	544	56	7	65	24	5	547
C. less than 20 minutes	9	0	0	4	67	2	33	0	0	547	9	0	67	33	0	547	10	3	52	33	12	543
D. I rarely read at home.	15	0	0	8	80	2	20	0	0	545	15	0	80	20	0	545	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	32	1	5	14	67	5	24	1	5	547	32	5	67	24	5	547	25	3	53	33	11	543
B. six to ten pages	48	1	3	22	71	5	16	3	10	547	48	3	71	16	10	547	26	6	61	26	7	546
C. eleven or more pages	20	0	0	6	46	7	54	0	0	542	20	0	46	54	0	542	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	100	0	0	0	0	1	100	0	0	540	100	0	0	100	0	540						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: Poland School Department
School: Poland Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	5	9	5	9	1711	12
	2007-2008	11	13	11	13	1617	12
	2008-2009	10	15	10	15	2119	15
	Cum. Total*	26	13	26	13	5447	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	28	50	29	51	6778	48
	2007-2008	46	56	47	56	7284	52
	2008-2009	36	55	36	55	7046	50
	Cum. Total*	110	54	112	54	21108	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	18	32	18	32	3884	28
	2007-2008	17	21	17	20	3341	24
	2008-2009	17	26	17	26	3193	23
	Cum. Total*	52	25	52	25	10418	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	5	9	5	9	1683	12
	2007-2008	8	10	9	11	1778	13
	2008-2009	3	5	3	5	1638	12
	Cum. Total*	16	8	17	8	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	26.4	55.0	26.4	55.0	25.5	53.1
A. Number	18	38	9.9	55.0	9.9	55.0	9.8	54.4
B. Data	10	21	5.6	56.0	5.6	56.0	5.2	52.0
C. Geometry	10	21	4.9	49.0	4.9	49.0	4.7	47.0
D. Algebra	10	21	6.0	60.0	6.0	60.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Poland School Department
 School: Poland Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	66	10	15	36	55	17	26	3	5	549	66	15	55	26	5	549	13996	15	50	23	12	547
Ethnicity																						
African American/Black	0										0						385	6	35	28	30	537
American Indian or Native Alaskan	1										1						110	5	42	34	20	540
Asian or Pacific Islander	0										0						257	19	50	20	12	548
Hispanic	1										1						166	9	43	31	17	543
Caucasian/White	64	10	16	35	55	16	25	3	5	549	64	16	55	25	5	549	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	2	33	4	67	0	0	540	6	0	33	67	0	540	2307	3	32	32	33	536
No	60	10	17	34	57	13	22	3	5	550	60	17	57	22	5	550	11689	17	54	21	8	549
Current LEP																						
Yes	0										0						365	5	33	30	32	536
No	66	10	15	36	55	17	26	3	5	549	66	15	55	26	5	549	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	22	2	9	10	45	9	41	1	5	545	22	9	45	41	5	545	5731	7	46	29	18	542
No	44	8	18	26	59	8	18	2	5	551	44	18	59	18	5	551	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	66	10	15	36	55	17	26	3	5	549	66	15	55	26	5	549	13988	15	50	23	12	547
Gender																						
Female	32	9	28	14	44	8	25	1	3	552	32	28	44	25	3	552	6889	14	51	23	12	546
Male	34	1	3	22	65	9	26	2	6	546	34	3	65	26	6	546	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	14	0	0	9	64	4	29	1	7	544	14	0	64	29	7	544	1918	3	39	36	22	539
No	52	10	19	27	52	13	25	2	4	550	52	19	52	25	4	550	12078	17	52	21	10	548
Gifted/talented program																						
Yes	9	6	67	3	33	0	0	0	0	569	9	67	33	0	0	569	450	64	34	2	0	564
No	57	4	7	33	58	17	30	3	5	546	57	7	58	30	5	546	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Poland School Department

School: Poland Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	1	100	0	0	0	0	552	2	0	100	0	0	552	4	8	38	26	28	539
B. less than one hour	66	6	14	23	53	12	28	2	5	548	66	14	53	28	5	548	70	15	52	23	10	547
C. one to two hours	32	4	19	12	57	4	19	1	5	551	32	19	57	19	5	551	24	15	51	23	11	547
D. more than two hours	0										0						2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	23	5	33	10	67	0	0	0	0	560	23	33	67	0	0	560	34	28	50	14	8	552
B. good	48	5	16	18	58	6	19	2	6	549	48	16	58	19	6	549	45	11	54	24	10	546
C. fair	23	0	0	6	40	8	53	1	7	540	23	0	40	53	7	540	18	3	45	33	19	540
D. poor	6	0	0	2	50	2	50	0	0	538	6	0	50	50	0	538	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	45	7	24	14	48	7	24	1	3	553	45	24	48	24	3	553	38	22	52	19	7	550
B. They match some of what I have learned.	41	3	12	16	62	6	23	1	4	547	41	12	62	23	4	547	48	12	53	24	11	546
C. They match just a little of what I have learned.	9	0	0	5	83	0	0	1	17	548	9	0	83	0	17	548	11	6	40	30	24	540
D. There is no match.	5	0	0	0	0	3	100	0	0	534	5	0	0	100	0	534	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	13	0	0	5	63	3	38	0	0	545	13	0	63	38	0	545	17	7	42	30	21	540
B. about the same as my regular schoolwork	64	6	15	21	51	11	27	3	7	547	64	15	51	27	7	547	64	15	53	23	10	547
C. easier than my regular schoolwork	23	4	27	10	67	1	7	0	0	558	23	27	67	7	0	558	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	0	0	2	100	0	0	0	0	550	3	0	100	0	0	550	7	6	39	27	27	539
B. 30–45 minutes	42	4	15	11	41	10	37	2	7	547	42	15	41	37	7	547	28	9	49	28	15	544
C. 45–60 minutes	48	6	19	19	61	5	16	1	3	551	48	19	61	16	3	551	41	17	53	21	9	548
D. more than 60 minutes	8	0	0	4	80	1	20	0	0	547	8	0	80	20	0	547	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	8	0	0	1	20	4	80	0	0	539	8	0	20	80	0	539	6	14	43	24	20	543
B. two or three days a week	28	3	17	9	50	4	22	2	11	547	28	17	50	22	11	547	24	17	52	21	10	548
C. two or three times each month	46	5	17	20	67	4	13	1	3	552	46	17	67	13	3	552	33	17	52	21	9	548
D. never or almost never	18	2	17	6	50	4	33	0	0	548	18	17	50	33	0	548	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	19	1	8	6	50	4	33	1	8	543	19	8	50	33	8	543	23	13	47	26	15	545
B. two or three days a week	31	2	10	12	60	5	25	1	5	547	31	10	60	25	5	547	31	17	52	21	10	548
C. two or three times each month	28	5	28	10	56	2	11	1	6	554	28	28	56	11	6	554	27	17	52	21	10	548
D. never or almost never	22	2	14	8	57	4	29	0	0	551	22	14	57	29	0	551	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	100	0	0	1	100	0	0	0	0	546	100	0	100	0	0	546						
D.	0										0											

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: Poland School Department
School: Poland Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	7	11	7	11	626	4
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	36	55	36	55	7187	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	18	28	18	28	4364	31
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	4	6	4	6	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	30.8	64.2	30.8	64.2	29.2	60.8
D. The Physical Setting	24	50	14.4	60.0	14.4	60.0	12.9	53.8
E. The Living Environment	24	50	16.4	68.3	16.4	68.3	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: Poland School Department
School: Poland Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	65	7	11	36	55	18	28	4	6	546	65	11	55	28	6	546	13995	4	51	31	13	543
Ethnicity																						
African American/Black	0										0						382	2	31	32	35	535
American Indian or Native Alaskan	1										1						110	3	36	35	26	538
Asian or Pacific Islander	0										0						256	5	51	27	17	542
Hispanic	1										1						167	1	40	37	22	539
Caucasian/White	63	7	11	35	56	17	27	4	6	546	63	11	56	27	6	546	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	4	67	1	17	1	17	545	6	0	67	17	17	545	2309	2	29	39	29	536
No	59	7	12	32	54	17	29	3	5	546	59	12	54	29	5	546	11686	5	56	30	10	545
Current LEP																						
Yes	0										0						361	1	23	32	44	533
No	65	7	11	36	55	18	28	4	6	546	65	11	55	28	6	546	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	21	2	10	11	52	6	29	2	10	545	21	10	52	29	10	545	5729	2	42	37	20	539
No	44	5	11	25	57	12	27	2	5	547	44	11	57	27	5	547	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	65	7	11	36	55	18	28	4	6	546	65	11	55	28	6	546	13987	4	51	31	13	543
Gender																						
Female	32	5	16	15	47	10	31	2	6	547	32	16	47	31	6	547	6886	4	49	33	14	542
Male	33	2	6	21	64	8	24	2	6	546	33	6	64	24	6	546	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	14	0	0	8	57	4	29	2	14	543	14	0	57	29	14	543	1917	1	31	41	28	536
No	51	7	14	28	55	14	27	2	4	547	51	14	55	27	4	547	12078	5	55	30	11	544
Gifted/talented program																						
Yes	9	4	44	5	56	0	0	0	0	560	9	44	56	0	0	560	450	25	72	2	1	557
No	56	3	5	31	55	18	32	4	7	544	56	5	55	32	7	544	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Poland School Department

School: Poland Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	1	100	0	0	0	0	558	2	0	100	0	0	558	4	2	37	35	25	538
B. less than one hour	66	2	5	23	53	14	33	4	9	543	66	5	53	33	9	543	70	4	53	31	12	544
C. one to two hours	32	5	24	12	57	4	19	0	0	552	32	24	57	19	0	552	24	5	51	31	12	544
D. more than two hours	0										0						2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	5	1	33	1	33	1	33	0	0	553	5	33	33	33	0	553	26	7	56	26	11	545
B. good	65	5	12	23	55	13	31	1	2	548	65	12	55	31	2	548	53	4	53	31	11	544
C. fair	26	1	6	11	65	4	24	1	6	545	26	6	65	24	6	545	18	2	41	39	17	540
D. poor	5	0	0	1	33	0	0	2	67	531	5	0	33	0	67	531	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	17	3	27	5	45	2	18	1	9	552	17	27	45	18	9	552	23	5	56	28	11	544
B. They match some of what I have learned.	58	2	5	23	61	12	32	1	3	545	58	5	61	32	3	545	48	5	52	31	12	544
C. They match just a little of what I have learned.	23	2	13	7	47	4	27	2	13	545	23	13	47	27	13	545	23	4	49	33	14	543
D. There is no match.	2	0	0	1	100	0	0	0	0	542	2	0	100	0	0	542	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	20	2	15	8	62	1	8	2	15	548	20	15	62	8	15	548	23	5	48	31	16	543
B. about the same as my regular schoolwork	66	4	10	24	57	12	29	2	5	546	66	10	57	29	5	546	58	4	52	32	12	543
C. easier than my regular schoolwork	14	1	11	4	44	4	44	0	0	545	14	11	44	44	0	545	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	57	3	8	23	62	10	27	1	3	547	57	8	62	27	3	547	33	5	51	31	14	543
B. a few times a week	38	4	16	11	44	7	28	3	12	545	38	16	44	28	12	545	45	4	52	32	11	544
C. once a week	3	0	0	2	100	0	0	0	0	549	3	0	100	0	0	549	8	4	50	30	16	542
D. a few times a month	2	0	0	0	0	1	100	0	0	538	2	0	0	100	0	538	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	51	4	12	17	52	11	33	1	3	546	51	12	52	33	3	546	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	8	0	0	3	60	1	20	1	20	542	8	0	60	20	20	542	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	35	3	13	15	65	4	17	1	4	548	35	13	65	17	4	548	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	6	0	0	1	25	2	50	1	25	539	6	0	25	50	25	539	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	57	1	3	20	54	12	32	4	11	543	57	3	54	32	11	543	47	4	51	32	12	543
B. a few times a month	29	4	21	15	79	0	0	0	0	553	29	21	79	0	0	553	27	5	54	30	11	544
C. once a month	11	2	29	1	14	4	57	0	0	546	11	29	14	57	0	546	10	5	49	30	15	543
D. never or almost never	3	0	0	0	0	2	100	0	0	537	3	0	0	100	0	537	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	59	2	5	21	55	11	29	4	11	544	59	5	55	29	11	544	46	4	52	32	12	543
B. a few times a month	31	4	20	11	55	5	25	0	0	550	31	20	55	25	0	550	28	5	53	30	12	544
C. once a month	8	1	20	2	40	2	40	0	0	548	8	20	40	40	0	548	11	4	47	34	15	542
D. never or almost never	2	0	0	1	100	0	0	0	0	544	2	0	100	0	0	544	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	100	0	0	0	0	1	100	0	0	532	100	0	0	100	0	532						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number